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ABSTRACT

This unit is designed to be used in a history or government class in grades 5-12. It introduces students to individuals, organizations, and the political processes of the women's suffrage movement. In addition, the guide links past women's organizations to today's womens organizations, and helps students understand political strategies used in campaigning for the suffrage movement. When the goals are reached, students should be able to answer two important questions: what basic beliefs and ideals underlie U.S. democracy? And how can citizens participate in the U.S. political and economic system? The guide begins with a time line of the suffrage movement and the evolution of various organizations. An overview of individuals and organizations that made an impact on the movement is presented. The narrative section is divided into nine chapters, with study questions at the end of each: (1) "Early Beginnings"; (2) "After the Civil War"; (3) "Two Organizations for Women's Rights"; (4) "Slow Progress"; (5) "The Opposition"; (6) "The Campaign for Woman Suffrage in Great Britain"; (7) "New Leadership for the Suffrage Movement"; (8) "The Tide Turns"; and (9) "Lessons and Legacy." Topics for discussion or research and eight classroom activities follow the narrative section. An 11-item list of related curriculum resources concludes the guide along with a 32-item list of general related bibliographic resources. (JAG)

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WOMAN SUFFRAGE MOVEMENT

1848-1920

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INTRODUCTION

This unit is designed to be used in a history or government class in grades 5-12. The goals of this unit are:

1. To introduce students to the individuals, organizations and political process of the woman suffrage movement in America,
2. To draw connections between the kinds of organizations and political work done by women in the past and the issues and organizations with which women are involved today, and
3. To demonstrate the parallels between the campaign strategies developed by the leaders of the suffrage movement and those used in most political campaigns today.

With these goals in mind, this unit raises two critical questions needing to be addressed by U.S. history or U.S. government curricula, as defined by the current model curriculum standards adopted by many states:

1. What basic beliefs and ideals underlie American democracy?
2. How can individual citizens participate effectively in the American political and economic system?

The unit begins with a timeline of the suffrage movement and a flow chart of the development of the various organizations. This provides an "at a glance" overview of the individuals, organizations and events covered in the narrative. The narrative is divided into nine chapters, with study questions at the end of each chapter. Following the narrative is a list of the individuals and organizations mentioned with suggestions for further research. Additionally, there are classroom discussion and activity suggestions for various grade levels, and a bibliography for further reading.

ACKNOWLEDGMENTS

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TIMELINE

1830-1840 - Sarah and Angelina Grimké, Lucretia Mott and many other women become actively involved in the abolitionist movement in the North and find that, as women, they are harshly criticized for speaking in public and otherwise attempting to influence the political process.

1840 - Lucretia Mott attends World Anti-Slavery Convention in London as a delegate from the U.S. She and other female delegates are denied seats on the convention floor and are forbidden to take part in the proceedings. Mott meets Elizabeth Cady Stanton at this convention.

1848 - Lucretia Mott, Elizabeth Cady Stanton and three other women organize the first women's rights convention, held in Seneca Falls, New York. Convention is attended by over 300 women and a few dozen men. The call for women's right to vote is publicly raised for the first time.

1850-1860 - National women's rights conventions are held every year in various parts of the country. Meetings to discuss women's rights are also held in many small towns.

1866 - American Equal Rights Association is formed by Susan B. Anthony, Elizabeth Cady Stanton and Frederick Douglass to work for civil rights for recently freed Blacks and all women.

1869 - National Woman Suffrage Association is formed by Susan B. Anthony and Elizabeth Cady Stanton to work toward a constitutional amendment giving women the right to vote, and to address other issues of importance to women.

1869 - American Woman Suffrage Association is formed by Lucy Stone and Julia Ward Howe. The organization's goal is passage of referenda in the various states to extend voting rights to women.

1869 - American Equal Rights Association splits over the issue of support for the Fifteenth Amendment, giving the right to vote to Black men.

1889 - Wyoming is admitted to the Union as a full suffrage state, the first state to allow women to vote in national elections.

1890 - The "National" and the "American" Woman Suffrage Associations merge to become the National American Woman Suffrage Association, under the leadership of Elizabeth Cady Stanton.

1908 - Harriet Stanton Blatch, daughter of Elizabeth Cady Stanton, forms the Women's Political Union to broaden the base of the suffrage movement and increase its political effectiveness.

1913 - Alice Paul and Lucy Burns form the Congressional Union to work on passage of a constitutional amendment to give voting rights to all women in America.

1915 - Carrie Chapman Catt becomes president of the National American Woman Suffrage Association and develops a national strategy for passage of the constitutional amendment for woman suffrage.

1916 - The National Woman's Party is formed by the Congressional Union to campaign against President Wilson in the twelve states where women have already won the vote.

1917 - The National Woman's Party begins silent picketing in front of the White House. Picketers are arrested and sent to jail.

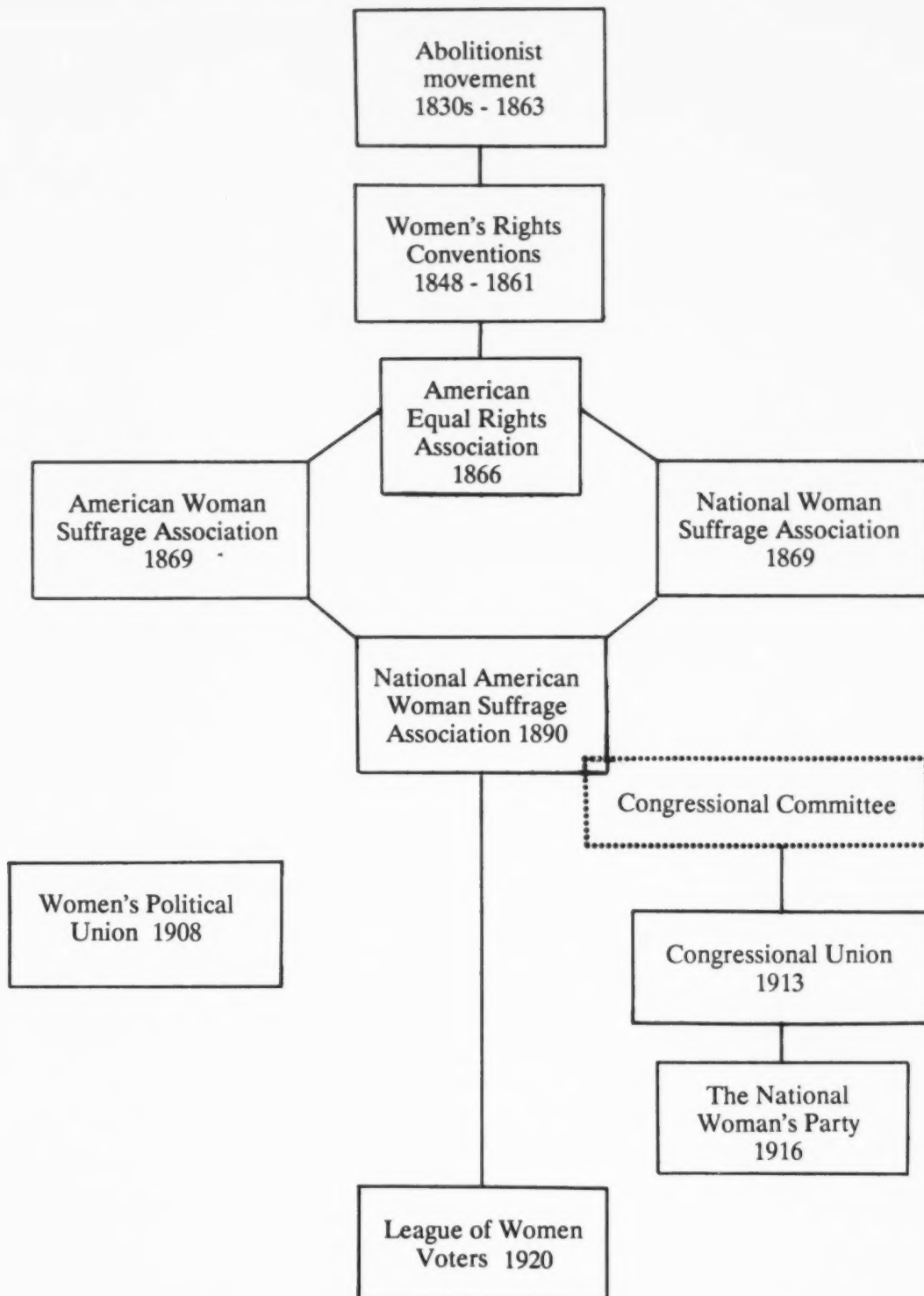
1918 - President Wilson declares his support for the Suffrage Amendment.

1918 - Woman Suffrage Amendment passes the House of Representatives.

1919 - Woman Suffrage Amendment passes the Senate.

1920 - Woman Suffrage Amendment is ratified by the necessary thirty-six states to become the 19th Amendment to the U.S. Constitution.

ORGANIZATIONAL CHART



THE WOMAN SUFFRAGE MOVEMENT 1848-1920

"[Winning the right to vote] cost the women of the country fifty-two years of pauseless campaign... millions of dollars were raised... hundreds of women gave the accumulated possibilities of an entire lifetime..., thousands gave years of their lives, and hundreds of thousands gave constant interest and such aid as they could.... Young suffragists who helped forge the last links of that chain were not born when it began. Old suffragists who forged the first links were dead when it ended." - Carrie Chapman Catt

Today, millions of women take part in elections at every level, casting their vote for the people who will make the laws and run our government. Most of these women, and the politicians who want their votes, take their participation in elections for granted. But, in fact, women have only been allowed to vote in national elections for just about seventy-five years. It is a right that women had to work a long, long time to obtain.

When the Constitution of the United States was written, it gave the right to vote only to men who were White, over 21 years old, and who owned property. It was a long time before those people who were left out – poor Whites, American Indians, African Americans, and women – got the right to vote. The campaign for women's voting rights was part of an even larger movement to make the United States a more democratic country.

The idea of voting rights for women was first raised in 1848. It did not become a reality until 1920, more than seventy years later. The long struggle involved many people working in different organizations with many different ideas and approaches. They faced ridicule, hostility, and violence because of their work. Progress was not steady – it never is in movements for

social change – but the goal was always in sight. Thanks to courageous leaders and their thousands of dedicated followers, woman suffrage eventually moved from being a radical proposal to an accepted political reality.

EARLY BEGINNINGS

In the early part of the nineteenth century, many women were involved in the movement to end slavery, called the abolitionist movement. Two of the most active and best-known speakers for the abolitionist cause were Sarah and Angelina Grimké. They were sisters who grew up on a plantation in South Carolina and traveled north to speak to others about the horrors of slavery. They became Quakers, and began to work with a Quaker minister named Lucretia Mott, holding public meetings for women to talk about the evils of slavery. They were such good speakers that men soon began to attend the meetings, too.

These anti-slavery meetings eventually attracted the attention of the press and the clergy. The Grimké sisters and Lucretia Mott were harshly criticized for speaking in public, and to groups that included men! Speaking in front of men was considered quite improper for a woman at that time. Angelina gave this answer to people who criticized her:

"We have given great offense on account of our womanhood, which seems to be as objectionable as our abolitionism... We are willing to bear the brunt of public opinion which lies right in the way of women's rights, true dignity, honor, and usefulness."

These strong women continued their abolitionist activities despite the criticism. The anti-slavery meetings also attracted a lot of negative public attention because

Blacks and Whites sat in chairs side by side, a practice that was completely unheard of, even in the North. Pro-slavery mobs often came to harass the speakers, and threw rocks or rotten fruit at them. The meeting hall used by Lucretia Mott was even burned down by arsonists, and her life was threatened.



In 1840, Lucretia Mott was one of six women elected to be delegates to the World Anti-Slavery Convention in London. When they arrived, they were told that they could not participate in the meeting because it was for men only. Women could sit upstairs in the balcony and watch, but they were not allowed to speak or vote.

While Lucretia Mott was there, she met a young woman who was attending the convention with her new husband. Her name was Elizabeth Cady Stanton. She was also an advocate of equal rights for women in the United States and was outraged at not

being allowed to take part in the convention. Together these two women talked about the unfairness of anti-slavery workers, of all people, treating women as inferior beings! They vowed to hold a women's rights meeting when they returned to the United States.

Eight years later, in 1848, Lucretia Mott went to New York to visit Elizabeth Cady Stanton. They and several of their friends placed a small ad in the Seneca Falls, New York, newspaper announcing that a women's rights convention would be held in that town. A meeting like that had never been held before. Imagine their surprise when over 300 women and a few dozen men arrived to attend the meeting!

At the convention, Stanton read a paper which she called the "Declaration of Sentiments." It described many of the ways that men had power over women. For example, divorce laws at that time automatically gave all the property and custody of the children to the husband, and women were barred from colleges and from most types of employment. The Declaration said that women were equal to men, and should have all of the same rights and responsibilities in society that men did. It also raised, for the first time, the idea that women should have the right to vote. Of all the issues discussed at the convention, the right to vote was considered the most radical idea of all.

Every year after that, similar meetings were held in various parts of the country until the outbreak of the Civil War. Because many of the women involved with these meetings were also concerned about ending slavery, the early movement for women's rights was very closely allied with the abolitionist movement.

REVIEW QUESTIONS

1. When the Constitution was first written, who was allowed to vote?
2. What was the abolitionist movement?
3. Why were women criticized for speaking in public?
4. Why was Lucretia Mott not allowed to participate in the World Anti-Slavery Convention in London?
5. Where was the first women's rights convention held?

AFTER THE CIVIL WAR

After slavery was abolished by passage of the 13th Amendment, the American Equal Rights Association, organized by Susan B. Anthony, worked on ways to obtain civil rights for all women and for Black men. Many famous Black abolitionists, such as Frederick Douglass and Sojourner Truth, spoke frequently in support of both issues. But the unity of the cause and the organization didn't last long.

After the Civil War, the 14th Amendment to the Constitution was proposed, establishing citizenship for all persons born in the United States. The Amendment's language implied that all males were citizens and therefore should not be denied the right to vote. The wording also implied that women could be denied the right to vote. While the Amendment was supported by many equal rights advocates as an important step to ensure civil rights for Blacks, many other people were concerned that its passage would make it more difficult for women to obtain the right to vote.

This heartbreaking conflict exploded around the next proposed Amendment, the 15th, which ensured the right to vote for Black men, but not for women, Black or White. Frederick Douglass, who had been one of the earliest supporters of woman suffrage, argued that this was "the Negro's hour." Black men were being lynched

almost every day. If they could vote, perhaps they could elect people to government offices who would enforce laws protecting their very lives. Douglass urged support for the quick passage of the amendment. However, some Black women who had worked hard in both the abolitionist and the suffrage movements found themselves torn between loyalty to their race and loyalty to their sex. As Sojourner Truth said in 1867,

"There is a great stir about colored men getting their rights but not a word about the colored women; and if colored men get their rights, and not colored women theirs, the colored men will be masters of the women, and it will be just as bad as it was before."

Many White women, including Elizabeth Cady Stanton and Susan B. Anthony, felt they could not support a voting rights amendment which totally ignored women. They wanted voting rights to be extended to every adult. This difference of opinion about the 15th Amendment caused a split within the American Equal Rights Association, and many Black women left the movement for women's rights.

REVIEW QUESTIONS

1. What was the American Equal Rights Association?
 2. What did the 14th Amendment imply about voting?
 3. What is the 15th Amendment?
 4. Who was Frederick Douglass?
 5. Who was Sojourner Truth? Why did she oppose the 15th Amendment?
 6. Why did Elizabeth Cady Stanton and Susan B. Anthony oppose the 15th Amendment?
 7. Why did some Black women leave the women's rights movement?
-

TWO ORGANIZATIONS FOR WOMEN'S RIGHTS

Susan B. Anthony and Elizabeth Cady Stanton found that they worked very well together. They had complementary skills and similar views on many issues affecting women. In 1869 they organized the National Woman Suffrage Association (NWSA). Its primary goal was to get an amendment added to the Constitution, one which would give all women the right to vote. They were also very concerned about many other women's issues. They wanted women to have the right to inherit or own property, the right to attend college, the right to control the money they made if they held a paying job, and the right to obtain custody of their children in divorce cases. They were also concerned about the terrible working conditions for women in the factories and textile mills.



Elizabeth Cady Stanton

That same year, another organization was formed which had similar goals, but very different ideas about how to achieve them. This organization was called the American Woman Suffrage Association (AWSA). Its leaders were Lucy Stone and Julia Ward Howe. Lucy Stone had been one of the first women in the U.S. to attend college and to keep her maiden name after she married. Julia Ward Howe was already famous for writing the words to "The Battle Hymn of the Republic." This new organization was more conservative in its approach to winning the vote for women. Instead of seeking an amendment to the U.S. Constitution, AWSA leaders chose to work on smaller, separate referenda campaigns in each individual state to get the right to vote. They avoided involvement with other women's issues like property rights or working conditions. These two organizations, NWSA and AWSA, worked independently for the next thirty years.

REVIEW QUESTIONS

1. What issues were Elizabeth Cady Stanton and Susan B. Anthony concerned about besides woman suffrage?
 2. What organization did they form?
 3. What organization did Lucy Stone and Julia Ward Howe form? How was it different from the organization formed by Anthony and Stanton?
 4. What did these organizations have in common?
-

SLOW PROGRESS

In some of the new western territories, women were granted the right to vote in local elections. Men in these sparsely populated areas hoped that by offering women more rights than they had in the East, they could encourage more women to move west.

When the Wyoming Territory applied for admission into the United States in 1889,

the members of Congress wanted it to discontinue female voting rights as a condition of statehood. Even though other territories had done this, the Wyoming state legislature replied, "We will remain out of the Union a hundred years rather than come in without woman suffrage." After a lot of debate, Wyoming was admitted into the Union, with voting rights for its female citizens. It became the first state to allow women to vote in federal elections.

Between the years 1870 and 1910, AWSA and local suffrage groups organized hundreds of state referenda campaigns for the woman's vote. Only seventeen of these campaigns were actually successful in getting on the ballot, and only two of those were passed by the all-male electorates, in Colorado and Idaho. Some other states did grant women the right to vote on local matters, such as School Board or City Council elections.



Susan B. Anthony

Meanwhile, the National Woman Suffrage Association continued to work for an amendment to the Constitution which would give all women in the United States the right to vote. NWSA held its conventions

in Washington, D.C., every year. Hundreds of women came from all over the country to lobby their congressional representatives for passage of the Woman Suffrage Amendment. Susan B. Anthony, meanwhile, traveled all around the country, sometimes under the most primitive conditions, holding public meetings and organizing woman suffrage groups. She became the best-known woman in America for her ceaseless work for women's rights. In fact, the Woman Suffrage Amendment, which was introduced in every session of Congress from 1868 on, was called the "Anthony Amendment" in honor of her work. The amendment read: *"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."*

In 1890, these two major suffrage organizations joined forces and became the National American Woman Suffrage Association (NAWSA). Elizabeth Cady Stanton became its president. The organization continued to work on both the passage of a constitutional amendment and state campaigns for the next 22 years. Other women's rights issues, which had been central to NWSA's goals, were set aside as all work was focused on the suffrage issue.

This single-issue focus sometimes caused Black women to feel left out of the woman suffrage movement, as "White only" suffrage organizations were often formed in southern states. Nevertheless, some Black women leaders like Mary Church Terrell and Ida B. Wells-Barnett worked and organized on behalf of suffrage, and many Black suffrage organizations were active in the movement.

Of the many state referendum campaigns waged during this period, the California campaign of 1911 was one of the most colorful and hard fought. Hundreds

of campaign workers from other states came to California to help out. Every possible means of attracting public attention and support was used. Suffragists held school essay and speech contests, and put on plays and pageants. They held rallies and parades in every city and small town in the state. Meetings were held in people's homes and in public halls. Billboards and electric signs spelled out "votes for women." Campaign workers went door to door talking to male voters and winning their support for the cause. When the vote was finally counted, the suffrage referendum had won by 3,587 votes, a margin of just one vote per precinct.

A few other campaigns were won in the following years, but only in sparsely populated, western states. There was very little organization or leadership from the national level directing the energies of the suffrage workers. As a result, large amounts of time and countless thousands of dollars were spent on nearly impossible campaigns. The cost of the campaigns increased as the opposition became more organized and more determined to keep women from gaining the vote.

An example of this opposition was the 1912 campaign in Michigan. Woman suffrage appeared to be headed for early success. The first returns showed the suffrage majority ahead by eight thousand votes. Then, without explanation, a number of precincts began to hold back their returns. When these late precincts began turning in their votes, each reported a suspiciously large anti-suffrage vote, and the favorable majority disappeared.

The public was outraged! The governor issued a public statement linking the brewery interests with the apparently fraudulent vote count. But, in the end, the official count showed the opposition had won the election by just 760 votes. It was

clear that some men would stop at nothing to defeat woman suffrage in state referendum campaigns.

REVIEW QUESTIONS

1. *Why did some western territories give women the right to vote?*
 2. *What territory would not come into the Union unless the women were allowed to vote?*
 3. *What was the Anthony Amendment? Who was it named for? Why?*
 4. *What organization was formed in 1890? How was it formed? Who was its president?*
 5. *What did Black women not like about the woman suffrage movement? What did they do about it?*
 6. *How was the California campaign won? What tactics and strategies did suffragists use?*
 7. *What happened in the Michigan campaign that upset people so much?*
-

THE OPPOSITION

Who opposed woman suffrage, and why? Those who opposed women's rights often quoted the Bible as placing woman under the power and authority of man. Anti-suffragists predicted that if women could vote, their children would go uncared for and the morals of the nation would crumble. Women should not concern themselves with the dirty business of politics, they said, but rather should devote themselves to the spiritual and family side of life.

Others believed that women needed to be protected from the difficult realities of life - ignoring the thousands of working women who often labored up to 14 hours a day to earn a living, and also took care of themselves and their families. Sojourner Truth, the famous speaker for abolition and women's rights, challenged this belief in 1851 when she said:

"That man over there says women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud puddles, or gives me the best place, and ain't I a woman?"



Sojourner Truth

The words people used about "protecting" women were often little more than a cover-up for some cold, hard, economic discrimination and objections to any move toward equality for women.

The liquor industry, for example, poured thousands of dollars into the fight against woman suffrage. Why? Brewers and bar owners were afraid that if women won the right to vote they would outlaw the sale of alcoholic beverages. They may have been right about this, because there was a growing movement at about this same time which was attempting to do just that. The temperance movement, largely organized by women, was gaining momentum around the country. In the Midwest, it was already having some success in convincing communities to close the bars or outlaw the sale of liquor. Many women were active in

both the temperance and suffrage movements, and, under the leadership of Frances Willard, the Women's Christian Temperance Union had adopted woman suffrage as a major organizational goal.

Industrialists who employed women and children for low wages also opposed woman suffrage. They knew that women were very concerned about child labor and the dangerous working conditions in the mills and factories. They were afraid that female voters would demand laws to protect workers from these unsafe conditions, require shorter working days, or end child labor. Any of these would cut into their companies' profits.

There were also many men and women who felt comfortable with life just the way it was. They saw any change in women's rights as a threat to their way of life, and they were opposed to any such change.

REVIEW QUESTIONS

1. What reasons did people give for being opposed to women having the right to vote?
2. Who was Sojourner Truth? What did she say about women?
3. Why were bar owners and brewers opposed to women having the right to vote?
4. Why were factory owners opposed to women having the vote?

THE CAMPAIGN FOR WOMAN SUFFRAGE IN GREAT BRITAIN

Women in Great Britain and in several European countries were attempting to get the vote at this same time. British suffragists were much more militant than the Americans. They sometimes chained themselves to fences, threw bricks through windows, verbally attacked lawmakers, and called attention to their cause in a variety of

imaginative and daring ways. One woman, dressed in suffrage colors, was killed when she threw herself in front of the king's horse at a major horse race. Suffrage demonstrators were often arrested and jailed. Some of them went on hunger strikes when they



Forced feeding of suffragists in Great Britain

were in prison, and were force-fed with a rubber tube painfully forced down their noses and into their stomachs.

Several American women were inspired by the tactics of the British suffragists. They brought these new ideas to the movement in America. One was Harriet Stanton Blatch, daughter of Elizabeth Cady Stanton. She had been living in England and watching the suffrage movement there with a lot of interest.

REVIEW QUESTIONS

1. What did the British suffragists do that was different from what was being done in America?
2. What happened to the British suffragists when they were in jail?

NEW LEADERSHIP FOR THE SUFFRAGE MOVEMENT

In 1908, Harriet Stanton Blatch returned to America and formed a new organization called the Women's Political Union. The purpose of this new organization was to

bring more working women of all classes into the suffrage movement. It gave women working in factories a chance to meet and work with business and professional women, and gave the movement a very different look than it previously had. The Women's Political Union was able to enlist the support of organized labor for their parades and outdoor meetings. Their annual suffrage parade became a huge event in New York City. It attracted thousands of marchers and spectators and generated a tremendous amount of publicity for the movement.

Alice Paul and Lucy Burns had both been in Great Britain for several years, where they had been active in suffrage work. They were among the women who had been jailed and force-fed. When they came back to the United States in 1910, they became involved in suffrage work again.

Alice Paul and Lucy Burns wanted very much to draw public attention back to the Anthony Amendment. They convinced NAWSA leaders to let them take over the Congressional Committee, which was working on the federal amendment. Their first step, in January of 1913, was to open an office in Washington, D.C. There they organized a suffrage parade to be held the day before President Wilson's inauguration. Five thousand suffrage marchers and



Suffrage Parade in Washington, D.C. 1913

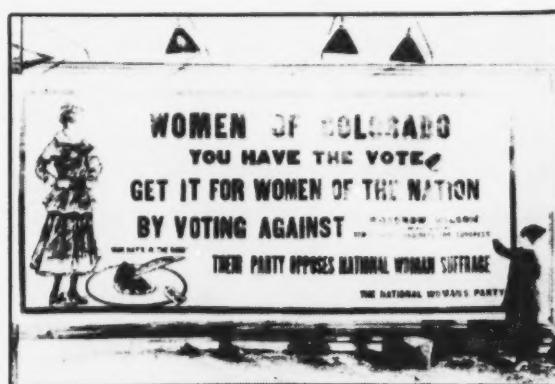
thousands more onlookers turned out. They crowded Pennsylvania Avenue in a parade which, at times, seemed more like a riot. Many men in the crowd left the sidewalks to attack the women marching by. A newspaper story about the event reported,

"Five thousand women, marching in the woman suffrage pageant today, practically fought their way foot by foot up Pennsylvania Avenue, through a surging throng that completely defied Washington police, swamped the marchers, and broke their procession into little companies. The women, trudging stoutly along under great difficulties, were able to complete their march only when troops of cavalry from Fort Myers were rushed into Washington to take charge of Pennsylvania Avenue." (Baltimore American, March 4, 1913, as quoted in Century of Struggle)

The public was so angry about what had happened that the chief of police lost his job for failing to protect the marchers. The publicity gave a big boost to the suffrage movement and got Alice Paul and Lucy Burns off to a great start. Later that year they formed a separate organization, called the Congressional Union, for the sole purpose of getting the Anthony Amendment through Congress. Within a short time, trouble began to develop between Alice Paul and the old leadership of NAWSA over strategies and tactics. Eventually Alice Paul left NAWSA and became an important leader of another suffrage organization.

Alice Paul played a major role in starting the National Woman's Party, which was formed by the Congressional Union in 1916. Its primary goal was to organize women in those states where women had won the right to vote for president. During the next four years, the National Woman's Party focused its attention on defeating Democratic candidates because of that

party's opposition to the Anthony Amendment. Woman suffrage had come to be seen as a "states' rights" issue by Democrats. Even though many Democrats believed women should have the right to vote, the Party was opposed to suffrage being granted by a constitutional amendment. Their position was that each state should be allowed to decide for itself who could vote in that state.



National Woman's Party billboard

A turning point in the movement came in 1915 when four significant state referendum campaigns were waged at the same time in New York, New Jersey, Pennsylvania, and Massachusetts. These campaigns were much more important and more expensive than previous ones because they were in industrial states with large populations. Although they were all unsuccessful, they clearly showed the growing support for woman suffrage. However, the strength of the opposition, and the rising cost of the state-by-state approach, led suffrage leaders to change their direction. After this defeat, they decided to focus their attention on passage of the Anthony Amendment.

Another result of the 1915 campaign was the public recognition of the outstanding political organizing done by Carrie Chapman Catt. She was president of

the New York State Suffrage Association, and had also been active in the International Woman Suffrage Alliance for a long time. When the president of NAWSA announced her decision to retire, a movement began to elect Catt to take her place.

At its next convention, the National American Woman Suffrage Association asked Catt to become its president. At first she was quite reluctant to take on the job of president of the national organization; she was 55 years old, and was already involved in so many activities. She was finally convinced that the organization desperately needed her knowledge and skills. The election of Catt as president of NAWSA began a new era for the suffrage movement.



Carrie Chapman Catt

REVIEW QUESTIONS

1. What organization did Harriet Stanton Blatch form? What was its purpose?
 2. What organization did Alice Paul and Lucy Burns form? What was its primary goal?
 3. What new tactic did both of these organizations use to get public attention for the suffrage cause?
 4. Why did the National Woman's Party work to defeat Democratic candidates for Congress?
 5. Why did the Democratic Party oppose the Anthony Amendment?
 6. Why were the campaigns in New York, New Jersey, Pennsylvania and Massachusetts significant in the suffrage cause?
-

THE TIDE TURNS

Carrie Chapman Catt's ability to organize, and her vision for the future, made it possible for her to get the many different groups within the suffrage movement to work together. She formed them into a large, cohesive, and unified national organization. Her reputation and experience helped her to gain the confidence and commitment of state leaders and the national

organizers. She demanded complete dedication from those working with her, and they gave it to her. She was able to develop an overall national plan and get all of the state organizations to work on it. Once NAWSA adopted Catt's plan, it took only four years for the drive to reach success.

In 1917, Alice Paul and the National Woman's Party initiated a strategy that is frequently used today: persistent, militant demonstrations in Washington, D.C. The National Woman's Party carried out a campaign of silent pickets in front of the White House. Their signs carried slogans such as "Mr. President, what will you do for woman suffrage?" or "How long must women wait for liberty?"

At first, President Wilson and the police were polite to the demonstrators. However, once the United States became involved in World War I, the public turned against the demonstrators for criticizing the president. Fights began to break out between the pickets and people on the street. Soon the pickets began to get arrested, even though they were not the ones starting the trouble.

At first the women who had been arrested were released without any charges

being filed. Later, those arrested were sent to jail, with longer and longer sentences as more women joined the protest. Many well-known social reform advocates and the wives of wealthy and prominent men were among those arrested. They were sent to the infamous Occoquan Workhouse in Virginia where many went on hunger strikes. The prison officials resorted to brutal force-feeding to keep the women from dying and becoming martyrs. The public was outraged!

By the end of these demonstrations, over two hundred women from 26 states had been arrested. Eventually, all of the demonstrators were released from jail, and the courts threw out all of the charges against them. By that time, conditions in the jail and the injustice of the arrests themselves had created a lot of public concern.

NAWSA tried very hard to make it clear



White House picketer

that it was not a part of these demonstrations. NAWSA leaders thought the National Woman's Party pickets at the White House were damaging public support for the suffrage cause. Newspaper stories at the time, however, seem to show that the arrests were creating a favorable public response to the issue. It is hard to know just how effective the publicity about the pickets was, but it cannot be denied that things began to move rapidly at about this same time.

Many other factors also helped move the woman suffrage cause forward. The massive numbers of women working in industry and public service during World War I made it difficult to argue that women couldn't handle responsibility. The war-time slogans about "making the world safe for democracy" also made it hard to ignore the fact that denying the vote to women meant that we did not have full democracy at home.

Jeannette Rankin of Montana became the first woman elected to the House of Representatives in 1916, making it rather difficult for the men in Congress to continue denying that women were very much a part of the political life of the nation. During that same year, eight more states granted women the right to vote. One way or another, women were becoming a part of national politics.

Ever since she became president of NAWSA, Carrie Chapman Catt's goal had been to win President Wilson's support for the constitutional amendment. As a Democrat, Wilson was committed to supporting the concept of "states' rights," and therefore the state-by-state approach to woman suffrage. Catt argued, with documented proof, that state elections could be unfairly influenced or illegally controlled. She also pointed out that once the constitutional amendment passed Congress,

it would have to be ratified by each state. This ensured that states' rights would not be slighted.

In January of 1918, just one day before the Anthony Amendment was to come up for a vote in the House of Representatives, President Wilson finally made a public statement of his support for the Amendment. From their talks with legislators, the suffragists knew the vote would be very close. Four Representatives who were strong supporters came from their sick beds to be present for the vote, including one who had to be carried in on a stretcher. Another Representative kept his promise to his wife, a dedicated suffragist, who had just died. He left her deathbed to be present for the vote and returned home just in time for her funeral.

These courageous efforts were terribly important. The vote was 274 to 136, exactly the two-thirds majority necessary to pass a constitutional amendment! Republicans, hoping to win women voters to their party, voted heavily in favor, while the Democrats split almost evenly on the issue, some voting for and some against.

The vote in the Senate came ten months later. It failed by just two votes, but the suffrage forces then knew who was on their side and who was against them. Suffrage organizations worked to defeat four anti-suffrage senators in the next congressional election. Two of those campaigns were successful. In June of the following year, 1919, the amendment finally passed the Senate and was sent to the states for ratification.

Passage at this particular time created several new problems for the suffrage movement to overcome if women were to win the vote in time for the 1920 presidential election. The legislatures of many states were not in session at that time. The

governors of those states had to be convinced to call special sessions of the state legislature to vote on ratification. Although several states rushed to be first to ratify the amendment, it eventually took fourteen months for the 19th Amendment to be ratified by the necessary thirty-six states and become a part of the Constitution of the United States. Final ratification came when the Tennessee legislature voted approval, and on August 26, 1920, twenty-six million American women won the right to vote in all public elections.



Alice Paul celebrating the suffrage victory

REVIEW QUESTIONS

1. What kinds of skills did Carrie Chapman Catt have that made her so valuable to the suffrage movement?
 2. What did the National Woman's Party do in front of the White House? What was the public reaction to their actions?
 3. How did women working in industry and public service during World War I make it difficult to continue denying women the right to vote?
 4. Who was the first woman elected to Congress?
 5. What did some congressional representatives do in order to be able to vote on the Anthony Amendment?
 6. What did the suffrage workers do when they realized they were still two votes short in the Senate?
 7. Why was it especially hard to get the amendment ratified by 36 states once it had passed the Senate?
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LESSONS AND LEGACY

The victory of the Woman Suffrage Amendment in 1920 did not bring about the kinds of changes some had envisioned. Women voters have tended to split along party lines, as men do. There were no massive elections of women to public office, as some had imagined. Prohibition of the sale of alcohol had already been passed by the time women won their voting rights. No noticeable damage was done either to women's femininity or to the nation's children when women began voting. Achieving the vote also did not have the immediate political impact some women had predicted. It took another 60 years for women to generate a significant voting block in national elections, and almost that long before significant numbers of women began to appear in important offices in local, state, and national government.

In 1919, the National American Woman Suffrage Association proposed the formation of the League of Women Voters, to educate women about the political process and the many issues involved in local, state, and national elections. Today

that organization is best known for sponsoring televised Presidential Debates, and public "Candidates' Night" meetings with people running for local office.

Alice Paul knew that the suffrage victory was not the end of the struggle for women's equality. In 1923, she wrote an Equal Rights Amendment, which she hoped would ensure women full equality under the law. It was introduced into Congress a few years later, but made little progress. Fifty years later, during the second wave of the women's movement of the 1970s, a new version of the Equal Rights Amendment finally passed Congress and was sent to the states for ratification. Modeled after the Anthony Amendment, it read, "*Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.*"

The same arguments that had been used against the suffrage amendment came into action again, and the Equal Rights Amendment failed by just three states to secure full equality under the law for all women in the United States. The success of that campaign remains for our generation to pursue, and, if necessary, for future generations as well.

REVIEW QUESTIONS

1. Did women voters make major changes in the way our government is run as the suffragists had hoped?
 2. Did any of the terrible things that some people thought might happen if women voted actually occur?
 3. What else, besides the vote, did Alice Paul think was necessary to ensure equal rights for women?
 4. Are there still things that need to happen in our society in order for all women to have equal rights under the law?
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KEY PERSONALITIES

Sarah and Angelina Grimké
Mary Church Terrell
Lucretia Mott
Ida B. Wells-Barnett
Elizabeth Cady Stanton
Harriet Stanton Blatch
Frederick Douglass
President Woodrow Wilson
Sojourner Truth
Alice Paul
Susan B. Anthony
Lucy Burns
Lucy Stone
Carrie Chapman Catt
Julia Ward Howe

Research the lives and work of these individuals.

1. Identify the key event(s) that affected their lives and brought them into the suffrage movement.
2. What role did each person play in the movement to expand democratic participation in this nation?
3. Although all of these people worked within the context of an organization(s), their work, as individuals, made a significant difference in the lives of millions of Americans. Discuss the role of leaders in organizations or political movements.
What kind of impact can individuals, leaders or not, have on the development of this nation?

ORGANIZATIONS/ MOVEMENTS

Abolitionist Movement
American Equal Rights Association
National Woman Suffrage Association
American Woman Suffrage Association
National American Woman Suffrage Association
Women's Political Union
British Suffrage Movement
Women's Christian Temperance Union
Congressional Union
National Woman's Party
Democratic Party
Republican Party
League of Women Voters

1. What role did each of these organizations/movements play in the campaign for woman suffrage?
2. What similarities can you find between these organizations and the various women's and political organizations of today?

KEY WORDS AND CONCEPTS

Woman Suffrage
Abolition
Women's Rights
Property Rights
Declaration of Sentiments
Western Territories
State Referendum Campaign*
Constitutional Amendment*
Parade*
Demonstration*
Silent Picket*
Hunger Strike*
Lobby*
Public Sentiment*
Public Pressure*
Suffragist
Democracy
State Legislature
Campaign Strategy
Ratification
Prohibition
Equal Rights Amendment

These concepts and entities are important elements of the history of the woman suffrage movement. Discuss them in terms of their relationship to the suffrage movement.

1. How are these concepts perceived today in comparison to their meaning during the suffrage campaign?
2. The items with an * were all campaign strategies or tactics used by the suffrage movement. Which of these are still employed in political campaigns today? What new strategies and tactics are being used today?

TOPICS FOR DISCUSSION OR RESEARCH

Grades 5-8

1. Sarah and Angelina Grimké, Lucretia Mott, Susan B. Anthony and Alice Paul were all Quakers. What aspects of Quaker beliefs tend to lead its adherents to political activism?

2. In addition to those mentioned in the narrative, many other Black women were involved in the abolitionist, woman suffrage and temperance movements. Particularly noteworthy were Harriet Tubman, Frances Ellen Watkins Harper, and Mary Ann Shadd Cary. Find out more information about the lives and work of one or more of these women.

3. The temperance movement, spearheaded by the Women's Christian Temperance Union (WCTU), was involved with the suffrage movement in a number of ways. Suffrage was one of the issues in which the WCTU was active, and, as mentioned in the narrative, the fear that women would vote for prohibition generated a great deal of opposition to women getting the right to vote. Research the WCTU, its program for "Home Protection," and its best-known leader, Frances Willard.

4. There are several methods by which citizens can get legislation or constitutional amendments passed. The various organizations within the suffrage movement tried all of them. Research and discuss the two methods by which amendments can be added to the Constitution. Research and discuss the methods prescribed by your own state constitution for citizen-initiated legislation.

5. Today there are many national political organizations working on a wide range of social and political issues. They employ many techniques such as mass mailings, phone banks, and television advertisements to get their message out. Discuss the difficulty of organizing a nationwide political movement in an era that did not have telephones, television, radio, rapid mail service, or national publications. What methods did the suffrage movement employ to get their message to the public?

6. Who was opposed to woman suffrage and why?

TOPICS FOR DISCUSSION OR RESEARCH

Grades 9-12

1. In addition to those mentioned in the narrative, many other Black women were involved in the abolitionist, woman suffrage and temperance movements, as well as the Black women's club movement and later, the civil rights movement. Particularly noteworthy were Harriet Tubman, Frances Ellen Watkins Harper, and Mary Ann Shadd Cary. Find out more information about the lives and work of one or more of these women, and the organizations with which they were involved. Why was it necessary for Black women in the South to form separate suffrage organizations?

2. The debate over the 15th Amendment split the American Equal Rights Association wide open and caused a serious split within the woman suffrage movement, between Black and White suffragists. Research the arguments which were made on both sides of the issue. Could this conflict have been resolved in some way which would have been mutually acceptable to both sides?

3. Alice Paul believed that the vote alone would not ensure women equality under the law. She proposed an Equal Rights Amendment to eliminate discriminatory laws. Why is such a constitutional amendment needed? What kinds of discriminatory laws exist today? Do women in some states have more rights than in others? How would passage of the ERA remedy this situation?

4. Read the Declaration of Sentiments (see

page 26). What were the primary issues of concern expressed in that document? How many of those concerns have been remedied by the contemporary women's rights movement? Which of those concerns still exist today?

5. Compare the organizations and/or institutions that were opposed to passage of the Equal Rights Amendment, or other proposed changes in women's legal rights, with those that were opposed to the Woman Suffrage Amendment. In what ways are their arguments similar to or different from those made against woman suffrage?

6. The temperance movement, spearheaded by the Women's Christian Temperance Union (WCTU), was involved with the suffrage movement in a number of ways. Suffrage was one of the issues in which the WCTU was active, and, as mentioned in the narrative, the fear that women would vote for prohibition generated a great deal of opposition to women getting the right to vote. Research the WCTU, its program for "Home Protection," and its best-known leader, Frances Willard.

7. There are several methods by which citizens can get legislation or constitutional amendments passed. The various organizations within the suffrage movement tried all of them. Research and discuss the methods prescribed by your own state constitution for citizen-initiated legislation.

8. Compare the wording of the Anthony Amendment with the proposed Equal Rights Amendment. Given the fact that the Anthony Amendment did not have anywhere near the impact on national politics or on families that people hoped or feared it would, what do you think would be the true impact of passage of the Equal Rights Amendment?

9. What did your local newspapers say about the Anthony Amendment when it was finally ratified on August 26, 1920? What impact did women getting the vote have in your community?

CLASSROOM ACTIVITIES

1. Pick some activity or choices in which the class will be participating. Discuss the options, then allow only the girls to vote on which option to choose. Allow the boys to attempt to influence the girls' choice, but not to participate in the actual decision-making process. Afterward, have the boys describe how it felt to be left out in that way. Why do they think women were so committed to achieving the vote?

2. If you have class officers or persons with special duties, appoint only girls to those roles. Allow them to make all the decisions with no input from the boys. Afterward, discuss the concept of powerlessness.

3. Invite a representative from a local women's rights organization to speak to your class about the issues with which her organization is involved. Have the class write out questions for the speaker ahead of time.

4. Stage a mock debate on woman suffrage (see *The Debate at Seneca Falls, 1848*, p. 25). Have students research the various arguments used historically on both sides of the issue and present them along with their own ideas.

5. Invite a representative from a local or state initiative campaign to speak to your class about how such campaigns are organized and the various methods they use to get their message to the public. Have students write out questions for the speaker ahead of time.

6. Invite a representative from the League of Women Voters (LWV) to come to speak to the class about the history of that organization since 1920. What kinds of issues has the LWV worked on in your community in the past 10-20 years?

7. Have your students develop a campaign strategy for a law they would like to have passed. Who would be the likely supporters of this campaign? How would you go about getting publicity for the idea and raising money for the campaign? Develop a campaign timeline and a budget.

8. Have students ask their parents or grandparents if anyone in their family was involved in the suffrage movement. Have students investigate any stories that may be in their family tree regarding suffrage activities, and share them with the class.

DECLARATION OF SENTIMENTS

- Student Activity

Objective: To introduce students to a historical document of significance to the history of women's rights.

Time Needed: 1-2 hours

Materials: Copies of "Declaration of Sentiments" (which follows this lesson)

Activities: Read, analyze, and discuss the document in the context of that time period and the women's rights movement that it initiated.

1. Without giving any background information, and omitting the date and title of the document, have students read the "Declaration of Sentiments."
2. Using an open-ended discussion format, ask students to react to the document.
3. Disclose the date and title of the document and briefly describe the historical background for the Seneca Falls convention of 1848.
4. Direct students to unfamiliar vocabulary words and use context clues to arrive at definitions.
5. What is the tone of the document?
6. Read the first line aloud. What other document from American history does this line echo?
7. Discuss what this document reveals women felt about the way they were treated by men.
8. Read paragraph three aloud. Note the use of the word "fact." Which facts listed

in the document can be supported or verified?

9. Which rights do women now possess which they did not possess in 1848?

10. This declaration states that women were deprived of their rights due to their sex. Construct a list of inequities caused by sex discrimination that are experienced by women today.

Evaluation: Ask students to write summaries of the main points made during the class discussion.

Related Activities: Research the Seneca Falls Convention and design a class simulation.

DECLARATION OF SENTIMENTS - Seneca Falls, New York, 1848

From Oregon State Department of Education

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all rights in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she

can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, for all intents and purposes, her master - the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women - the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half of the people of this country, their social and religious degradation - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Resources for Further Information

YOUNGER READERS

Elizabeth Cady Stanton

Carol Hilgartner Schlank and Barbara Metzger. Focuses on her childhood. Grades K-2. Gryphon House, Mt. Rainier, MD, 1991.

Elizabeth Cady Stanton

Jan Gleiter and Kathleen Thompson. Steck-Vaughn, Austin, 1988. Grades 2-5.

The Story of Susan B. Anthony

Susan Clinton. Children's Press, Chicago, 1986. Grades 3-5.

***They Shall Be Heard: Susan B. Anthony and Elizabeth Cady Stanton**

Kate Connell. Grades 3-8.

Walking the Road to Freedom:

A Story About Sojourner Truth

Jeri Ferris. Carolrhoda Books, Inc., Minneapolis, 1988. Grades 3-6.

The Story of the Nineteenth Amendment

R. Conrad Stein. Children's Press, Chicago, 1982. Grades 3-7.

JUNIOR HIGH /HIGH SCHOOL

The Debate at Seneca Falls - 1848 (curriculum)

Interact Publishers, Inc., El Cajon, CA, 1992. A re-creation of the first women's rights convention which allows students to actively debate the issues of the time, many of which are quite relevant today.

***Women Win the Vote**

Betsy Covington Smith. The history of the struggle for women's rights in the United States from 1620 to the present. Many graphics and photos throughout.

***The Day the Women Got the Vote: A Photo History of the Women's Rights Movement**

George Sullivan. Excellent photographs and a comprehensive timeline.

Elizabeth Cady Stanton

Martha E. Kendall. Highland Publishing, Los Gatos, CA, 1987.

Susan B. Anthony: Woman Suffragist

Barbara Weisberg. American Women of Achievement series, Chelsea House Publishers,

New York, 1988.

Sojourner Truth: Self-Made Woman

Victoria Ortiz. L.B. Lippincott Company, Philadelphia, 1974.

Sojourner Truth: Antislavery Activist

Peter Brass. Black Americans of Achievement series, Chelsea House Publishers, New York, 1988.

*** Jeannette Rankin: First Woman in Congress - curriculum unit**

By Carol McCulley and Diana Morley for the National Women's History Project.

HIGH SCHOOL AND ADULT

The Ladies of Seneca Falls:

The Birth of the Woman's Rights Movement

Miriam Gurko. Schocken Books, New York, 1974.

***Century of Struggle: The Woman's Rights Movement in the United States**

Eleanor Flexner. Belknap Press of Harvard University Press, Cambridge, MA 1975.

The Concise History of Woman Suffrage:

Selections from the Classic Work of Stanton, Anthony, Gage and Harper

Mari Jo and Paul Buhle, eds. University of Illinois Press, Chicago, 1978.

From Parlor to Prison: Five American Suffragists Talk About Their Lives

Shera Berger Gluck. Monthly Review Press, New York, 1985.

***Against the Tide: Pro-Feminist Men in the United States, 1776-1990**

Michael Kimmel & Thomas Mosmiller, eds. The men who have spoken out on behalf of gender justice get overdue acknowledgment through this compilation of 100 documents from public and private sources.

***Elizabeth Cady Stanton and Women's Liberty**

Kathryn Cullen-DuPont. Facts on File, 1992

Susan B. Anthony: A Biography

Kathleen Barry. New York University Press, New

York, 1988.

Failure is Impossible: Susan B. Anthony in Her Own Words

Lynn Sherr. Random House, New York, 1995. Biographical information combined with Anthony's writings.

Narrative of Sojourner Truth

Margaret Washington. Random House, New York, 1993. Original autobiography of Sojourner Truth.

Women's Suffrage in America:

An Eyewitness History

Elizabeth Frost and Kathryn Cullen-DuPont. Facts on File, New York, 1992. Historical documents, correspondence, etc. Reference.

DISPLAY MATERIALS

***An Illustrated Timeline of the Woman Suffrage Movement - poster set**

Eight colorful posters depicting the individuals and events of the suffrage movement.

***Women and the Constitution - display kit**

Twenty-four captioned 8 1/2" x 11" b/w photos of individuals and events relative to passage of the 13th, 15th, 18th, and 19th Amendments and the movement for the ERA, plus historic documents.

***Woman Suffrage Movement - poster**

Photo collage of the individuals and important events of the woman suffrage movement. Three colors, 18" x 24."

Susan B. Anthony - poster

Knowledge Unlimited, P.O. Box 52, Madison, WI, 57301, (608) 836-6660. Full-color portrait with a

short biography printed on the poster. 17" x 21"

VIDEOS

The Women Get the Vote - video

Lively, informative and enjoyable overview of the suffrage movement and the opposition it faced. A youthful Walter Cronkite narrates this historic news program, combining thoughtful analysis with marvelous film footage and first-person accounts. 25 min., b/w, VHS. Grades 9-Adult. © 1962

The Susan B. Anthony Story

Grace Products, 1761 International Pkwy, Ste. 135, Richardson, TX 75081, (800) 527-4014. Uses a time-machine format to take a modern girl back to Anthony's trial in 1872, then discusses the impact of her work for woman suffrage. Grades 3-12. © 1995

One Woman, One Vote

PBS Video, (800) 344-3337. Two-hour documentary of the suffrage movement; comes with study guide. Grades 9-Adult. © 1995

Dreams of Equality

Media Projects, Inc., 5215 Homer St., Dallas, TX, 75206, (214) 826-3863. Documentary drama, chronicles the early women's rights movement and includes a re-creation of the 1848 Seneca Falls Convention. Grades 9-Adult. © 1993

** Items with an asterisk (*) are available through the Women's History Catalog of the National Women's History Project (as of 1995).*

For a complete catalog of books, posters, and classroom materials, write or call:

*National Women's History Project
7738 Bell Road, Windsor, CA 95492
(707) 838-6000.*

Curriculum Resources Developed by the National Women's History Project

WOMEN'S HISTORY CURRICULUM GUIDE

The ideal starting point for educators unfamiliar with women's history. Designed for elementary and secondary use, this multicultural guide includes puppets/paper dolls, short biographies, historical re-enactments, research and discussion questions, as well as recommended supplementary print and non-print resources. K-12, 63 pages.

MYSELF AND WOMEN HEROES IN MY WORLD

Marvelous flannel-board copymasters that bring to life exciting stories of adventure and personal strength accompany each of the six lively biographies. Multicultural in scope, the booklet features: Queen Liliuokalani, Maria Tallchief, Harriet Tubman, Amelia Earhart, Sonia Manzano, and Sojourner Truth. Available in English and in Spanish. Grades K-3, 64 pages.

QUILT MAKING:

A TRADITIONAL WOMAN'S ART FORM

Complete materials for an interesting and informative unit on quilt making. The set contains a dozen 8" traditional "quilt blocks," complete lesson plans for an art project introducing history and geometric principles, and a sample of pieced and quilted fabric for your class to handle. The sample blocks are printed in full color on coated card stock with presentation information on the reverse of each. Grades 1-6.

CELEBRATE WOMEN'S HISTORY ACTIVITY BOOKLET

A companion to the "Celebrate Women's History" poster or the *Heroes in Our History* coloring book, also published by the NWHP, this booklet features biographies of twelve women from diverse backgrounds, activities related to their lives and work, suggestions for further reading, and more. Grades 2-6, 24 pages.

MULTICULTURAL WOMEN'S HISTORY CURRICULUM UNIT

Reproducible biographies, worksheets and activities based on the lives of Mary Shadd Cary, Tye Leung Schulze, Felisa Rincón de Gautier, Frances Willard and Ada Deer, women from a variety of time periods and ethnic groups. Developed by experienced teachers for classroom use. Activities adaptable to any grade level. Grades 3-8, 40 pages.

HARRIET TUBMAN GAME AND STUDY SET

Explore the daring life of Harriet Tubman, who led escaped slaves along the "Underground Railroad" to freedom in the North. The game will help students understand the tremendous risks involved in fleeing slavery, and the bravery of Harriet Tubman. Set includes black-line game board (suitable for coloring and laminating), markers and die, and elementary-level study guide. Grades 2-6.

VILMA MARTINEZ

One of the most influential Hispanic women in the United States today, Martinez has led a remarkably active and effective life. She is best known for her work as director of the Mexican American Legal Defense and Educational Fund, an organization she helped build from a small legal service to a multifaceted civil rights organization. Her biography, in both English and Spanish, and the language arts activities of this unit, will make the details of her inspiring life accessible to young readers. Grades 4-6, 16 pages.

SCIENCE IS WOMEN'S WORK: PHOTOS AND BIOGRAPHIES OF AMERICAN WOMEN IN THE SCIENCES

A full-page photo and a biography for each of 26 scientists and mathematicians make this booklet an excellent introduction to outstanding women in eighteen different fields. Grades 4-8, 56 pages.

COURAGEOUS VOICES CURRICULUM UNIT

Short biographies of over 100 women who have made their mark through skillful use of the English language; as orators, journalists, novelists, poets, technical writers, and the like. Each of the eleven sections includes classroom and individual activity suggestions. Grades 8-12, 48 pages.

LAS MUJERES: MEXICAN AMERICAN/ CHICANA WOMEN

Featured are full-page photographs and biographies in English and Spanish of 17 women from the 1700s to the present. Most of the women featured have made significant contributions to the public arena; some are examples of the important roles women play within their families and communities. Can be used to create a photographic exhibit or circulated as a booklet. Grades 6-adult, 40 pages.

WOMEN AND THE CONSTITUTION

Designed to help secondary students appreciate the role of women in the evolution of the U.S. Constitution, this unit contains a narrative section on women in colonial America and 19th-century feminist attempts to have the Constitution interpreted to include women. It also covers women's involvement in grass roots movements to amend the Constitution, the 13th, 14th, 15th, 18th and 19th Amendments and the movement for the Equal Rights Amendment. Supreme Court decisions affecting women's rights, and a chronology of women's rights under the Constitution are also included. Original documents, discussion questions, student activities and recommended resources complete the unit. Grades 9-12, 60 pages.

These curriculum units and others are available from the National Women's History Project.

For a copy of the current Women's History Catalog, contact: NWHP, 7738 Bell Road, Windsor, CA 95492, (707) 838-6000.

National Women's History Project

This curriculum unit is one of the many resources developed by the National Women's History Project for use by educators at all grade levels. Our Project exists solely to promote gender equity through public recognition of women's history. We are delighted with the public response to our efforts.

National Women's History Month, celebrated in March of each year, was originated by members of this Project. It has become a regular feature on school, workplace and community calendars throughout the country. It is our goal to eventually have the study of women's history included as a regular part of the K-12 curriculum, so that all our children will grown up knowing about the lives and contributions of women from all walks of life.

The Women's History Catalog we produce annually has grown dramatically since its inception in 1983. The 48-page catalog offers a plethora of books, curriculum units, posters, games, plays, videos, and more, about multicultural women's history – all easily accessible by mail order.

The Women's History Network, coordinated by our office, includes hundreds of individual and institutional participants, working together across the country to write women back into history. A quarterly newsletter keeps Network members abreast of information; directories make each participant accessible to the others.

The NWHP consulting staff conducts in-service training workshops for school districts and state departments of education throughout the country. Our four-day teacher training workshop, held each summer in California, draws educators and community activists from across the nation.

We are a nonprofit educational corporation; your donation, above the price of items ordered, is tax deductible and will greatly facilitate our ongoing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project Staff

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